California Department of Education

California School Recognition Program

Rubric for Scoring
2005 Distinguished High School Applications

This rubric is organized into seven themes. Each theme includes key concepts and a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary standards-based high school. Each area, from its perspective, focuses on how all students are provided access to, and are actively engaged in, a high quality standards-based instructional program. Correspondingly, the rubric reflects priorities in California's statewide accountability system for public schools. Discussion questions for each theme are provided in the High School Application Appendix.

The rubric will be used to evaluate 2005 Distinguished High School Applications based on a four-point scale (4 signifies high quality). Each level of the rubric is designed to be a holistic description, not a checklist. Evaluators will assign the score that *most closely resembles* the information provided in the application as a whole. Schools selected for recognition typically receive scores of level 3 or 4 in each rubric area. To receive those scores, schools must provide specific examples and other evidence in their responses. *Applicants are not expected to receive scores of level 4 in all areas. In some instances, level 4 describes an ideal toward which schools are encouraged to strive.* Schools may also choose to use the rubric as a tool for self-assessment.

Theme 1 - Standards, Assessment, and Accountability: Vision, Leadership, and Standards

Key Concepts: * school community collaboration using California content standards to reach a common vision of what students should know upon graduation * involvement of teachers, paraprofessionals, families, community members and others in this process * current research on effective learning * school leadership promotes school vision and exhibits a continuing commitment to excellence for all students * school and district implementation of California academic content standards * school community evaluation of student assessment data to revise the school's yearly plan for continuing reform and renewal * Single School Plan (SSP) aligned with the Local Education Agency Plan (LEAP) * School Accountability Report Card (SARC) readily available on Web site * an array of strategies to communicate student assessment results to the community and to families *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how representatives from **all** segments of the school community—staff, students, families, and community members including business partners and public/private agencies—collaborate to establish a clear vision of what **all** students should know upon graduation (essential learning for **all** students based upon California academic content standards and performance levels). Examples show how the school's vision includes what exemplary performance looks like based on current research and practice on effective teaching and learning, and incorporates the cultural diversity of the community. This is further defined by the ESLRs and the California academic content standards reflected on the CAHSEE and STAR. The vision statement is revisited and updated annually.	Evidence shows how school staff, school site council, and selected families collaborate to establish a clear vision of what students are expected to learn based upon state-adopted standards and performance levels. Examples include how the vision reflects current research and practice and acknowledges the cultural diversity of the student population. The vision statement is reviewed and updated periodically.	There is evidence that administrators and some teachers determine what students should know and be able to do. The vision statement is generally consistent with the curriculum and is periodically reviewed.	The school has a statement of philosophy and goals that is kept on file at the school. It may not be consistent with the curriculum or reflected in day-to-day operations.
Evidence demonstrates solid and dedicated school leadership committed to excellence and high expectations for **all** students. The administration allows for meaningful involvement in decision-making by students, teachers, families, and the community. The leadership staff is well-focused, skillful, and coordinates all decisions and actions to concentrate on the school vision and academic success of **all** students. The allocation of site resources is aligned with district goals and the district strategic plan.	Evidence shows how school leadership is committed to the success of all students. There is evidence that some teachers, family and community members participate in the decision-making processes of the school. Allocation of site resources is aligned with the district plan.	There is evidence that the principal serves as manager of the school, conveys district and school policy and goals to the staff, and ensures compliance. The school community is made aware of the decisions made by the school and is encouraged to support student achievement. Allocation of site resources may be aligned with the district plan.	The principal is the decision-maker at the school. The school community is generally apprised of district, state, or federal mandates. Allocation of resources may be aligned with district goals.

Theme 1 - Standards, Assessment, and Accountability: Vision, Leadership, and Standards *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the Single School Plan (SSP) for continuing reform and renewal–developed with the school community each year–focuses on the achievement of grade level or academic content standards and is aligned with the district Local Education Agency Plan (LEAP). Examples show how standards for English-language arts (ELA), math, science, history/social science, and English Language Development (ELD) are in place, and how standards-based instructional materials are used in core courses. Standards for other disciplines (e.g., career-technical education, visual/performing arts, physical education, health) are in place. Examples also address how the plan is used to continually monitor, evaluate, and sustain overall program effectiveness.	Evidence shows how a Single School Plan, developed with the staff each year, focuses on the achievement of grade-level standards by all students. Standards for ELA, math, science, history/social science, and ELD are in place. Examples show how the plan is analyzed in a variety of ways to evaluate overall program effectiveness.	There is evidence that school staff and the school site council develop a school plan each year to evaluate some aspects of its program. Work is underway to develop local standards for ELA, math, science, and history/social science.	There is minimal evidence about expectations for students. The district has adopted state standards in ELA, math, science, and history/social science.
Evidence shows how the school community examines local and state assessment data on an ongoing basis to see how students are meeting statewide standards at the proficient or advanced levels. The data are disaggregated by student characteristics–primary language, gender, ethnicity, AP, Title I participation, students with disabilities, GATE, teen families, etc. Examples demonstrate how results by grade levels and departmental teams are used to address needs, including improving instructional practices, providing appropriate interventions, and reallocating fiscal, personnel, and material resources consistent with school improvement goals for student achievement. These changes are integrated into the school plan.	Evidence shows how teachers and some members of the school community examine local and state student and school assessment data to make instructional and budget decisions regarding the school program. The data are disaggregated by selected student characteristics. Examples show how adjustments to the school plan are consistent with the school improvement plan goals for student achievement.	There is evidence that leadership staff examines local and state student and school assessment data to make instructional decisions about the school program. Some data are disaggregated by student characteristics. It is unclear if the results of the analysis are incorporated.	Administrators and selected teachers review student and school assessment data. Disaggregation of data is not discussed. Some teachers may make instructional decisions for their own classes.
Evidence shows how the vision statement and the results of monitoring and evaluation processes are communicated to all segments of the school community in multiple languages (as appropriate) and in a variety of ways that extend or enhance the School Accountability Report Card (SARC). The most recent SARC is readily available on the district's Web site and contains additional information on school programs.	Evidence shows how the vision statement and the results of the school evaluation process are communicated in the SARC to families and other representatives of the school community. The SARC is readily available on the district's Web site.	There is evidence that the process for communication reaches some groups of families and the greater community. The SARC is available on request.	Minimal evidence is provided about strategies for reporting school evaluation results to families and the community.

Theme 2 - Standards, Assessment, and Accountability: Student Assessment

Key Concepts: * classroom, grade level, school, district, and state student assessments linked into a local California content standards-aligned system to improve student achievement * school monitors, reports, and recognizes students' progress toward meeting standards * student achievement data used to implement specific changes in the school's curriculum, instructional practices, and classroom assessment strategies * students know what is expected to produce proficient or advanced work * students regularly evaluate their own work * report cards are aligned to California content standards * school staff involved in reporting student assessment results and progress toward achieving California content standards to families and the community * long-term follow-up data on graduates used to improve student preparation for postsecondary education and careers *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how a local assessment system links local, school and classroom assessment to statewide assessment and how assessment data from standards-based instructional materials are central to the system. Examples illustrate the means by which student and school progress toward achieving the California content standards is measured and communicated, and how it is based upon professional staff consensus. Examples also include how achievement data are analyzed at all performance levels including "below basic" and "far below basic."	Evidence shows how a local assessment system is mostly in place or in final stages of development. Staff has reached professional consensus regarding what students should know at each grade level and subject area. They are working on how students will demonstrate that knowledge. Student and school progress toward achieving standards is measured and communicated.	There is evidence that a local assessment system is being developed. Teachers are in the process of reaching agreement about what students should know at each grade level.	Minimal evidence is provided that there is teacher agreement on what students should know.
Evidence shows how the achievement of **all** students is monitored frequently using state, district, and classroom on-demand and curriculum-embedded assessments aligned to the California content standards. The school uses assessment information to improve instructional practices so that **all** students will be able to achieve at the "proficient" level or above. Examples in English-language arts (ELA) and math show how teachers work collaboratively to use assessment information to plan and modify curriculum, instruction, and lesson delivery on an ongoing basis, to assign homework, and to coordinate instruction with in-school and/or after-school interventions and tutoring.	Evidence shows how the school uses assessment information to improve student achievement. Teachers use assessment results to monitor student achievement and to plan and modify curriculum and lesson delivery on an ongoing basis. Evidence shows how teachers apply appropriate interventions, including homework. Examples are provided in ELA and math.	There is evidence that individual teachers or particular departments monitor student achievement in crucial areas. Teachers at some grade levels or in some subject areas periodically use student achievement information in planning curriculum and instruction.	Minimal evidence is provided that student performance is linked to instruction. In general, curriculum and instruction may operate independently from student assessment.
Evidence shows how **all** students know what is expected to produce proficient or advanced work. Examples describe how students regularly evaluate their own work against criteria, reflect on their progress, identify their strengths and weaknesses, and have the opportunity to correct and improve their work. Examples illustrate how student report cards are aligned to standards and address social, emotional, and physical development.	Evidence shows how the school communicates grade-level expectations to students and how students are responsible for producing quality work and being productive. Report cards address student progress toward achieving standards.	There is evidence that individual teachers use rubrics and exemplars in the classroom. Some students analyze their own work against standards-aligned criteria.	Minimal evidence is provided that standards-aligned criteria are used to gauge student progress. Teachers may depend wholly on letter grades to inform students about their strengths and weaknesses.

Theme 2 - Standards, Assessment, and Accountability: Student Assessment *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how families routinely receive information about academic content standards and frequently receive updated information about the extent to which their students are meeting standards. Examples describe how staff regularly communicates to families what is expected for proficient and advanced work based on state-adopted performance levels, and interprets for families the significance of student assessment results. If English learner (EL) students are present, their families receive information in their primary language(s).	Evidence shows how families receive information about their student's assessments results. If EL students are present, efforts are made to communicate students' results to families in their primary language(s).	There is evidence that families receive information about their student's assessment results. If EL students are present, limited evidence is provided about communication with families.	Minimal evidence is provided that individual student assessment results are reported to families. If EL students are present, the issue of primary language communication is not addressed.
Evidence shows how the school has a data collection system for long-term follow-up on graduates and uses the information to improve student preparation for postsecondary education and careers.	Evidence shows how the school gathers and uses information on the performance of graduates to improve student preparation for postsecondary education and careers.	There is evidence that the school uses follow-up reports from colleges and specific programs. Reports are given to departments for discussion and may be used for program improvement.	Evidence indicates that the school may rely on informal reporting from families and graduates, although required follow-up may be done for special programs.

Theme 3 - Academic Excellence: Curriculum and Instructional Practices

Key Concepts: * course requirements for graduation * comprehensive, standards-aligned core curriculum and instruction for every student * comprehensive core curriculum and instruction that is articulated across departments/disciplines at all grade levels and with feeder middle schools and postsecondary institutions * examples in English-language arts (ELA) and math illustrate the use of standards-aligned instructional materials and standards-based strategies * access to intellectually challenging career technical education (CTE), with a major emphasis on using high-level ELA, math, science, and problem-solving skills * service-learning strategies and internships are incorporated to enhance the curriculum with real-world experiences and provide connections to the community * all students that are provided with a variety of challenging learning experiences that are age appropriate, reflect application of skills and concepts, are personalized for learning styles, and lead to success on the CAHSEE and STAR * teachers work together to assess student work and plan and modify curriculum and instruction, including homework * all incoming ninth grade students are placed in appropriate courses, based on assessment data and student, teacher, and parental concurrence * the senior year is an academically rigorous and relevant year for all twelfth grade students * master schedule serves all students * standards-based instructional materials provided to all students * high-quality library media program supports standards-based classroom instruction and contributes to improved student achievement * plan for technology use at the school site and the ongoing process of integrating technology into the total school program * technology used to enhance learning of all students * electronic networking infrastructure throughout the site and beyond *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*
NOTE: THIS SECTION WILL BE WEIGHTED DOUBLE IN THE SCORING PROCESS.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how rigorous graduation requirements and a challenging course of study are in place for all students and include at least: 4 courses in English including literature and writing; 3 courses in mathematics including algebra and geometry; 2 courses in laboratory sciences; 3 courses in history/social science including world history and geography, U. S. history, government, civics, and economics; 2 courses in foreign language, 1 course in visual/performing arts; 2 courses in physical education, 1 course in health, and 1 course in career technical education including workplace learning. Access to honors and advanced placement courses is available to **all** students.	Evidence shows how in some areas, graduation requirements *exceed* the minimum standards specified in *Education Code* (EC) Section 51225.3. They are: 3 courses in English; 2 courses in math; 2 courses in science including biological and physical science; 3 courses in history/social science including U.S. history and geography and world history, culture and geography; 1 semester of government and civics and 1 semester of economics; 1 course in either visual/performing arts or foreign language; and 2 courses in physical education; and 1 course in health. Access to advanced placement courses is available to interested and qualified students.	Efforts are underway to increase graduation requirements beyond those in *EC* 51225.3 (listed previously) and specific information is provided.	Graduation requirements are the minimum required by *EC* 51225.3 (listed previously).
Evidence shows how a balanced, comprehensive, standards-based curriculum is provided to **all** students in all subject areas. Examples include how curriculum is aligned to local and state standards and to state-approved instructional materials. Examples show how curriculum planning is based upon current research on best practices in secondary education. Examples reflect English-language arts (ELA), math, and at least one other curricular area.	Evidence shows how a comprehensive core curriculum is provided to students in all subject areas. Examples show how curriculum is aligned to local and state standards in some areas, how teachers are aware of the developmental needs of students, and how curriculum planning is based upon current research on best practices in high school education. Examples are provided in ELA and math.	There is evidence that a comprehensive core curriculum is provided to most students. There is a plan to align core curriculum to local and state standards, and some efforts are under way in some areas. Curriculum planning is based upon knowledge of best practices in high school education.	Minimal evidence is provided about a comprehensive core. Discussions about aligning curriculum to standards are just beginning. Some students may receive a different curriculum based upon perceived ability levels.

Theme 3 - Academic Excellence: Curriculum and Instructional Practices *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how staff is knowledgeable about the CAHSEE and STAR, the standards that are reflected in them, and the use of statewide assessment results in planning standards-based instruction.	Evidence shows how staff is knowledgeable about the standards that are reflected in CAHSEE and with the use of standards-based instruction.	There is evidence that staff is familiar with the standards that are reflected in CAHSEE, and with the use of standards-based instruction.	There is minimal evidence about the use of standards-based instruction.
Evidence shows how the standards-based core curriculum is articulated across departments/ disciplines, grade levels, with feeder middle school(s), and postsecondary institutions. Evidence shows how teachers meet with feeder middle school staff to discuss articulation issues. Examples in ELA and math and one other subject area illustrate how teachers meet to share student achievement information across grade levels and subjects and plan intervention strategies where needed.	Evidence shows how there is articulation of some core curricular areas across grade levels and with middle school, and how efforts are under way in others. Examples show how teachers meet with teachers in the next grade level and middle grade teachers to share student information and to plan intervention strategies where needed.	There is evidence that staff meets periodically for curriculum articulation across grade levels and for teachers in the next grade level to share student information. There are plans for articulation with middle schools.	There is minimal evidence of alignment and articulation of the curriculum. There is minimal evidence of articulation to share student information to plan intervention strategies.
Evidence shows how staff uses a variety of instructional strategies to meet the instructional needs of **all** students and accommodate individual learning styles. Evidence indicates a significant amount of classroom time is allocated to rigorous instruction in standards-based content and skills. Examples illustrate how there is a balance between independent and collaborative student work, and teacher-directed and student-centered work. Examples show how students work both collaboratively and independently. Instructional groupings vary with the nature of the task. Learning experiences are varied and allow students opportunities to formulate and solve problems, and communicate with others about their work. Examples include how homework supports students' instructional needs and how extensions are provided for students who seek additional challenges.	Evidence shows how a variety of instructional methods are being used in all classrooms and curricular areas and how instructional groupings vary with the nature of the task, including working in groups and independently. Examples explain the role of homework and that extensions are provided for students who seek additional challenges.	There is evidence that various instructional methods are used in some curricular areas. Staff are working on strategies to provide a greater variety of learning experiences. Students receive extra help on an as-needed basis.	Evidence indicates that most learning may take place through lecture, whole-group instruction, and traditional ability groups.

Theme 3 - Academic Excellence: Curriculum and Instructional Practices *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how linkages have been developed in ELA and math that integrate disciplines and career technical learning. Evidence shows how students have access to intellectually challenging career technical education (CTE), with a major emphasis on using high-level ELA, math, science, and problem-solving skills in the modern workplace and in preparation for continued learning. Evidence shows how the school is working toward obtaining University of California "a-g" approval for appropriate CTE courses. Examples include how service-learning strategies and internships are incorporated to enhance the curriculum with real-world experiences and provide connections to the community.	Evidence shows how linkages have been developed that integrate career technical learning with other academic disciplines. Evidence shows how career technical education has an emphasis on using ELA, math, science, and problem-solving skills. Examples include how service-learning or strategies or internships are incorporated to enhance the curriculum with real-world experiences and provide connections to the community.	There is evidence that planning is under way to integrate career technical learning with other academic disciplines. Service-learning strategies or internships are mentioned, but examples have not been provided.	There is minimal evidence that there is integration between career technical education and other academic disciplines.
Evidence shows how attention and resources are allocated to assure that **all** incoming ninth grade students are placed in appropriate courses, based on assessment data and student, teacher, and parental concurrence. Evidence shows that by the end of ninth grade, most students who started high school without adequate academic skills have made improvements in basic skills, with some evidence of significant improvement. Evidence shows how the senior year is an academically rigorous and relevant year for **all** twelfth grade students. Evidence shows how the master schedule is designed to reflect pathways and effective use of instructional time that provides **all** students access to the necessary courses and instruction to master the required skills to pass state and local assessments, as well as to prepare them for postsecondary admission requirements and success in chosen careers.	Evidence shows how attention and resources are allocated to assure that incoming ninth grade students are generally placed in appropriate courses, based on assessment data and student, teacher, and parental concurrence, particularly those at risk or below grade level. Evidence shows that by the end of ninth grade, many students who started high school without adequate academic skills have made improvements in basic skills. Evidence shows how the senior year is an academically rigorous and relevant year for some twelfth grade students. Evidence shows how the master schedule is designed to support effective use of instructional time so students have access to the necessary courses and instruction to pass state and local assessments, as well as to prepare them for postsecondary admission requirements and success in chosen careers.	There is evidence that resources are allocated to assure that incoming ninth grade students at-risk or below grade level are placed in appropriate courses, based on assessment data compiled by teachers. By the end of ninth grade, students who started high school without adequate academic skills have made some improvements in basic skills. Evidence shows that seniors select the level of rigor for their twelfth grade year. Evidence shows that the master schedule provides students access to the necessary courses and instruction to pass state and local assessments.	There is minimal evidence that incoming ninth grade students at-risk or below grade level are placed in appropriate courses based on assessment data. Follow-up is not discussed. The master schedule is designed with an emphasis on meeting scheduling needs.

Theme 3 - Academic Excellence: Curriculum and Instructional Practices *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how **all** students are provided with standards-based instructional materials. Members of the school community participate in the selection of those instructional materials. Examples illustrate the role of current research, how materials are examined to determine their effectiveness in meeting the needs of **all** students, and how materials reflect the diversity of California's population.	Evidence shows how students are provided with standards-based instructional materials. School and district staff solicit community opinion in the selection of those materials. Examples describe how the effective-ness of materials is evaluated and how efforts are underway to enhance the curriculum with real-world experiences.	There is evidence that most students are provided with standards-based instructional materials. The process by which school and district staff select textbooks and materials is described. It is not clear whether materials are examined for effectiveness.	Minimal evidence is provided that most students receive standards-based instructional materials. Discussion indicates that some school staff are involved in the selection of those materials. The effectiveness of the materials is not addressed.
Evidence shows how a high-quality library media program is an integral part of teaching and learning. The library/media center is staffed with a credentialed library media teacher and support staff. The library collection is sufficient to meet the needs of **all** students and fully supports the State Board-adopted frameworks in all curricular areas. Examples demonstrate how library/media technology assists the learning needs of **all** students, including those with learning disabilities and physical challenges. Examples include how the library/media center is flexibly scheduled to be available to students and families beyond the regular school day.	Evidence shows how the library media program is an important part of learning activities and is operated with a full-time staff, current technology, and appropriate learning resources. Examples show how accommodations are available for students with special needs and how the library is available to students and families beyond the regular school day.	There is evidence that the library media center generally supports learning activities and may be operated with part-time staff. Some technology and learning resources are available. Accommodations for students with special needs are provided when possible. The library is open during the regular school day.	Minimal evidence is provided about the library media program. Technology resources are limited, and accommodations for special needs students are not addressed.
Evidence shows how the school uses technology to enhance teaching, learning, and the administration of school programs. The school or district technology plan addresses evaluation of programs based on student achievement, expanding the depth and scope of the curriculum, and accessing information outside the classroom. Examples include how software and online resources are selected to raise achievement as measured by State Board-adopted standards; how teachers use technology to organize, analyze, and manage student assessment information; and how electronic networking is in place at the school site and beyond.	Evidence shows how technology is used to help students increase knowledge and skills. A school or district technology plan guides procurement and implementation. Teachers use technology to organize student assessment information. Implementation of electronic networking at the site and beyond is nearly complete.	There is evidence that the school or district has a technology plan. Teachers may use technology for classroom management, and planning has begun to use technology to analyze assessment data and expand the curriculum. Electronic networking at the school site may have begun. Computer technology is available to those most interested or most in need.	Minimal evidence is provided that the school or district has a technology plan.

Theme 4 - Academic Excellence: Professional Development

Key Concepts: * professional development that prepares all teachers, administrators, and other staff to help students achieve local and state standards * professional development plan evaluated on student progress in meeting standards * professional development incorporates the *California Standards for the Teaching Profession* (CSTP) * a variety of funding sources to provide training * professional development that enhances the understanding of student developmental needs * scientifically based research incorporated into professional development activities to improve student academic achievement * staff development and professional collaboration aligned with standards-based instructional materials * opportunities for staff to collaborate, broaden their knowledge, and participate in decision-making * professional development for all school personnel * process for selecting and supporting new teachers * opportunities for teachers to articulate with teachers from other grade levels, subjects, and middle school and higher education *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence describes a comprehensive, long-range professional development plan for teachers and administrators that is aligned with California content standards and frameworks. Examples show how professional development incorporates the *California Standards for the Teaching Profession* (CSTP), is focused on helping **all** students reach the "proficient" level, and includes training about the developmental needs of high school students. Examples in English-language arts (ELA) and math illustrate the impact of these activities on student achievement.	Evidence shows how a professional development plan is in place for teachers and administrators. Examples show how professional development activities incorporate the CSTP. Examples in ELA and math show how steps are being taken to evaluate professional development based on student achievement.	There is evidence of a professional development plan that will focus on helping students achieve standards. The plan may not be directly linked to improving student achievement.	Minimal evidence is provided regarding a professional development plan. Individual teachers self-select activities based on their interests and classroom needs.
Evidence shows how teacher and administrator participation in training programs, such as Assembly Bill (AB) 466 and AB 75 training if the school is eligible, has helped staff offer a high-quality standards-based instructional program in ELA and math. Evidence shows how the school is working to ensure that every class is taught by staff who have both deep content knowledge and who also can actively use effective teaching strategies to engage **all** students in learning. Examples in ELA and math illustrate the impact of these types of training activities on student achievement.	Evidence shows how teachers and administrators participate in training programs, such as AB 466 and AB 75 training if the school is eligible, to support high-quality standards-based instruction in ELA and math. Examples show how teachers have appropriate content knowledge, use effective teaching strategies to engage students in learning, and have evidence of improved student achievement. Examples are provided in ELA and math.	There is evidence that professional development activities train teachers about how to use instructional materials effectively in ELA and math. The impact of training activities upon student achievement is not addressed.	Minimal evidence is provided regarding teacher or administrator participation in training to support student progress toward meeting standards.
Evidence shows how teachers, including special education and library media teachers, collaborate as a group to reach consensus about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Each grade level/department determines and adjusts the yearly pacing schedule in at least ELA and math. Examples describe how frequent, routinely scheduled opportunities provide teachers with time to collaborate, plan lesson delivery based on assessment data for adopted instructional materials, share scientifically based educational research, reflect on classroom practices, and confer about specific student challenges.	Evidence shows how teachers collaborate to make decisions about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Examples show how there are many opportunities for teachers to collaborate, plan lessons, share educational research, and reflect on classroom practice.	There is evidence that some groups or teams of teachers collaborate to improve curriculum, instruction, and/or discipline. Teachers serve on committees and efforts are under way to increase teacher involvement in decision-making.	Minimal evidence is provided regarding opportunities for teacher collaboration. The principal makes most of the decisions with suggestions from selected teachers.

Theme 4 - Academic Excellence: Professional Development *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how teachers, including library media teachers and special education teachers, participate in high quality professional development activities that are aligned with their school's standards-based instructional materials and the school's mission/vision. Evidence shows how scientifically based research is incorporated into professional development activities to improve student academic achievement. Counseling staff, library media staff, school nurses, nutrition services staff, and classified employees also participate in professional activities in their fields. Evidence shows how the professional development is selected, used, and monitored, and how results are evaluated throughout the year. Examples address how all school staff members are honored as an essential part of a team to help students succeed.	Evidence shows how teachers participate in a variety of professional development activities based on the school's standards-based instructional materials. Examples show how opportunities are provided at staff meetings for teachers to share what they have learned, how other staff members are included as appropriate, and how staff are recognized on special staff recognition days during the year.	There is evidence that there are opportunities for teachers to participate in professional development activities but these opportunities are based on limited school or district resources. There is some discussion of how staff members are recognized for helping students to succeed.	Minimal evidence is provided regarding opportunities for participating in professional development activities. Participation by teachers is inconsistent, and funding is not available on a regular basis. There is no mention of staff recognition.
Evidence shows how new teachers are carefully selected, assigned, supported, and monitored with a professional development plan. Evidence shows how No Child Left Behind guidelines are followed. Examples describe how a qualified support network is provided throughout the first two years of teaching.	Evidence shows how new teachers are selected, assigned, supported, and monitored with a professional development plan.	There is evidence that new teachers may lack the support they need to be fully successful. Only some new teachers may be supported.	Minimal evidence is provided about new teachers.
Evidence shows how sharing of student results from one grade level to the next, in at least ELA and math, is a schoolwide process. Examples describe how teachers have regular opportunities to articulate with middle school staff about the students they serve and to actively facilitate seamless transitions for students and families. Articulation agreements or partnerships with community college or other postsecondary institutions are in place.	Evidence shows how student results are shared from one grade level to the next in ELA and math. Examples show how teachers have some opportunities to articulate with middle schools and postsecondary staff about the students they serve and to facilitate seamless transitions for students and families.	There is evidence that student results are shared from one grade level to the next. Articulation activities with middle schools are being planned, articulation with postsecondary institutions not discussed.	There is minimal evidence about sharing of student results between grade levels. There is no discussion of articulation between grade levels or with middle schools or postsecondary institutions.

Theme 5 - Support for Student Learning: Curricular Paths and Academic Guidance

Key Concepts: * purpose of school's counseling program * students are prepared upon graduation for postsecondary education, to focus on career technical education, or to directly enter the workforce * resources and opportunities that are available for students to prepare their personal learning plans * changes in students' academic goals are accommodated * families are involved and supported in helping their students make informed decisions about academic options * programs that support students from groups traditionally underrepresented in colleges and universities *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how guidance and counseling focus on ensuring students' successful graduation from high school with the ability to pursue personal and academic interests and postsecondary education goals. **All** students are advised regarding graduation requirements and the CAHSEE, and university/college a-g requirements. Guidance and counseling staff and school staff encourage **all** students to set high goals and help them select courses to keep their options open.	Evidence shows how guidance designed to increase student awareness of career and postsecondary education options is provided. Most students are advised regarding graduation requirements and the CAHSEE. Counseling and guidance staff or advisers explain the connections between course/program selections and postsecondary options. Students are encouraged to select courses that keep their options open.	Evidence shows that students receive guidance in selecting courses based on meeting prerequisites and on their perceived chances for success. Students are advised regarding graduation requirements and the CAHSEE. They are encouraged to take courses that lead to college or job preparation.	Minimal evidence is provided. Guidance is used primarily for scheduling classes and includes checklists or required courses for graduation and/or college. There is no discussion regarding the CAHSEE.
Evidence shows how students who may exhibit attendance, academic, behavioral, or adjustment problems are supported within the guidance and counseling program. Examples show how students are referred, supported, and reintegrated through collaboration between staff and families.	Evidence shows how learning support services are available to students who exhibit any attendance, academic, behavioral, or adjustment problems. Examples show how students are supported within an established support system.	Evidence shows that there is evidence that learning support services are available to students on a referral basis.	Minimal evidence is provided regarding learning support services available to students.
Evidence shows how **all** students are enrolled in articulated, sequenced courses that prepare them academically for success in postsecondary and career technical education. Curriculum and course sequences build on the academic foundation, and many have themes or links to community resources.	Evidence shows how students are encouraged to take college preparatory classes, career-technical programs, and general education classes that allow them to prepare for college, technical school, and careers.	Evidence shows that students are able to take academic and career-related courses that will prepare them for college and careers.	Minimal evidence is provided. Students are tracked into courses designed to prepare them for success only at their perceived ability levels. Students have few options for changing once they have been assigned to a track.
Evidence shows how articulated, sequenced career-technical education programs are in place that will enable students to begin career preparation in high school and complete that preparation in community colleges or other postsecondary entities.	Evidence shows how technical preparation programs are in place that will enable students to begin career preparation in high school and complete preparation in community colleges or other postsecondary entities.	Evidence shows that technical preparation programs are being designed that will enable students to begin career preparation in high school.	Minimal evidence is provided. The school is exploring connections with community colleges or other institutions to support articulated technical preparation programs.

Theme 5 - Support For Student Learning: Curricular Paths and Academic Guidance *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how prior to the end of tenth grade, **all** students have personal learning plans to help ensure that they meet the California academic content standards. The plans are developed through a student, school staff, and family collaboration. **All** students receive information about courses needed for careers and college, (e.g., admission tests and financial aid). Evidence indicates that students' plans and programs are revisited regularly, and changes are made to reflect the students' current interests, goals, and needs. Students are supported in transitions among curricular paths and from level to level.	Evidence shows how prior to the end of tenth grade, most students have personal learning plans, and most receive guidance to help ensure that they meet standards. Families are involved in developing these plans, and they receive information about courses needed for college, admissions tests, and financial aid. Evidence shows how the school is able to accommodate students' requests for changes in their programs when their interests, goals, and needs change.	Evidence shows that prior to the end of tenth grade, students are helped to develop plans that lay out a sequence of courses to be taken. Some efforts are made to monitor student progress. Basic information is provided about college entrance requirements. When students are scheduled into programs, they are generally required to remain enrolled for the year.	Prior to the end of tenth grade, students are helped to develop plans that lay out a sequence of courses to be taken. Understanding connections between high school, college, and careers is viewed as the responsibility of the student. There is no discussion of flexibility in student programs.
Evidence shows how families and students are assisted during transitions from middle school to high school and to postsecondary programs or jobs, including programs or jobs that are considered non-traditional for gender, ethnicity, etc.	Evidence shows how families and students are assisted during transitions from middle school to high school and to postsecondary programs or jobs.	There is evidence that students are assisted during transition from middle school to high school.	Minimal evidence is provided that the school helps students to transition from middle school to high school.
Evidence shows how there are programs to support students from groups traditionally underrepresented in colleges and universities in completing courses that prepare them for academic success in high school and higher education. Examples show evidence of success.	Evidence shows how there are programs that support students from groups traditionally underrepresented in colleges and universities in completing courses that prepare them for academic success in high school and higher education. A variety of support strategies are provided.	There is evidence that students from groups traditionally underrepresented in colleges or universities are encouraged to prepare for postsecondary education only if they excel in academic course work.	Minimal evidence is provided that students from underrepresented groups are provided extra help or encouragement to prepare for postsecondary education.

Theme 6 - Support for Student Learning: Student Support Services

Key Concepts: * early assessment and identification of students at-risk and with special needs * access to and success in the regular curriculum for students at-risk and with special needs * student success team (SST) * strategies for decreasing dropouts * extended learning activities that are used to support students at-risk and with special needs * assistance for students with disabilities in achieving their Individualized Education Plan (IEP) goals, to progress in the regular curriculum, and to be educated with non-disabled students * programs and strategies used to facilitate the acquisition of English by English learners (ELs) * comprehensive student support services for all students that promote physical, mental and social/emotional health * safe and secure learning environment * support for programs and partnerships that promote healthy student behaviors * school is free from drugs, alcohol, tobacco, crime, and violence *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the school takes responsibility for active and early assessment and identification of students at-risk and with special needs. Results of eighth grade assessments of students' academic needs are analyzed for correct placement in ninth grade. Students' academic progress is monitored, and a structured system of support enables students who may lack adequate preparation to complete an accelerated program of study, especially in English-language arts (ELA) and math. Examples address how a schoolwide student success team (SST) and families identify the ways in which the school, family, and community will help the student to succeed. The school has established meaningful parent compacts with the families of Title I students. Examples describe how interventions and student work are reviewed and evaluated frequently.	Evidence shows how school, family and community resources are used to assist at-risk and special needs students. Responsibilities are not clearly defined. Examples show how strategies, such as the SST and meaningful parent compacts, identify that the school and family will help the student to succeed. Interventions and student work are reviewed and evaluated frequently.	There is evidence that there is a process used by the school to identify and assess students at-risk and with special needs. Individual teachers develop strategies to help students succeed. Interventions and student work are reviewed and evaluated infrequently.	Minimal evidence is provided that the school takes any responsibility for helping students succeed who are at-risk and have special needs.
Evidence shows how the school has implemented strategies to decrease student dropouts and increase the graduation rate. Examples include a plan with goals, activities, targeted students, and benchmark evaluations.	Evidence shows how the school has strategies to decrease dropouts and increase graduation rate. Examples are included.	There is evidence that plans for decreasing dropouts and increasing graduates are being developed.	Minimal evidence is provided about strategies for decreasing dropouts and increasing graduates.
Evidence shows how the school provides extended learning activities beyond the typical school day (e.g., summer school, before- and after-school programs, extended library media hours, tutoring, homework centers, Saturday school, etc.), how these are aligned with standards, and how students at-risk are given enrollment priority.	Evidence shows how the school provides extended learning activities beyond the typical school day and that at-risk students are encouraged to attend.	There is evidence that the school provides a limited amount of extended learning activities beyond the typical school day. Only a few at-risk students attend.	Minimal evidence is provided about extended learning activities beyond the typical school day.

Theme 6 - Support for Student Learning: Student Support Services *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how special education students are supported in achieving their individualized education program (IEP) goals and provided full access to the standards-based core curriculum. Examples include how they are transitioned to and supported in mainstream classes, including full inclusion. A credentialed school nurse is available to provide or supervise health services including specialized physical health care services.	Evidence shows how special education students are successfully transitioned to and supported in mainstream classes. Health services are provided by a credentialed school nurse, or by trained and licensed staff supervised by a school nurse.	There is evidence that special education students are being mainstreamed. Trained and licensed staff, supported by a school nurse, provide health services.	Minimal evidence is provided about special education students, although school demographics indicate the presence of special education students.
Evidence shows how English learner (EL) students receive English Language Development (ELD) standards-based instruction to acquire English language skills, and how assessment of ELs is performed in a way that distinguishes the need for content instruction from limited English skills. Examples address how the (high) redesignation rate of EL students is evidence of provisional success in achieving English proficiency, and how the continued improvement of redesignated EL students is monitored in relation to their English-speaking peers.	Evidence shows how EL students receive ELD standards-based instruction to acquire English language skills, are provided access to the core curriculum, and are assessed appropriately to accurately depict their knowledge and growth.	There is evidence that students are supported in acquiring English language skills and that they are provided access to the regular curriculum.	Minimal evidence is provided about English language acquisition services, although school demographics indicate the presence of English learners.
Evidence shows how there is a schoolwide focus on student safety, health, and well-being. A Safe Schools Plan (SSP) is reviewed and updated yearly. A full year of health education is required, as well as at least two years of physical education in accordance with the *California Education Code*. Multiple modules of the *Healthy Kids Survey* are administered, and results are used to inform instruction and programs. Examples show how comprehensive alcohol, drug, and tobacco prevention programs, HIV/AIDS and STD prevention programs, obesity prevention/nutrition programs, and teenage pregnancy prevention programs assist students in making healthy choices.	Evidence shows how a schoolwide focus on safety, health, and well-being promotes safety and healthy behaviors, including a physical education program in accordance with *Education Code*. An SSP is reviewed and updated yearly. Use of the *Healthy Kids Survey* is addressed.	There is evidence that there are policies and procedures that address a secure environment. There are some programs to promote healthy student behaviors. An SSP is available as required by law. Physical education programs promoting the healthy student are in place. No discussion of the *Healthy Kids Survey* is provided.	Minimal evidence is provided about issues relating to student safety and health.

Theme 6 - Support for Student Learning: Student Support Services *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the school provides students access to support services in physical, mental, and social/emotional health to maximize student achievement. The support system is well coordinated. Examples show how well-established partnerships with community, health, mental health, social services, recreation providers, and law enforcement agencies coordinate services for students and their families. Health services are provided by a credentialed school nurse or trained and licensed staff that are supervised by a school nurse.	Evidence shows how the school works closely with some health services, social services, and law enforcement agencies to provide services to students and families. Health services are provided by a credentialed school nurse or trained and licensed staff supervised by a school nurse.	There is evidence that the school is developing a process for coordinating health and social services for students and families. There is limited collaboration with law enforcement agencies. Health services are provided by trained and licensed staff that are supported by a credentialed school nurse.	Minimal evidence is provided that the school notifies families about health and social service providers, and it takes no responsibility beyond that. There is minimal evidence of collaboration with law enforcement agencies.
Evidence shows how high expectations for behavior at school and in the community are well known and accepted by students. School policies and classroom instruction promote socially appropriate behavior and positive relationships, including education on sexual harassment. Students' physical, mental, and emotional health is addressed with all staff. Evidence of success is provided.	Evidence shows how expectations for behavior at the school and in the community are communicated as needed. Policies and instruction promote socially appropriate behavior. Students' physical, mental, and emotional health is addressed with most staff.	There is evidence that there are some policies in place regarding expectations for behavior. Students' physical, mental, and emotional health is addressed with some staff.	Minimal evidence is provided about expectations for student behavior.

Theme 7 - Support for Student Learning: School Culture and Engaging the School Community

Key Concepts: * school culture that supports student success in achieving standards * support for students' growth and development * school prepares students to be lifelong learners * positive character traits, good citizenship, prevention of violence and bullying, and promotion of non-violent conflict resolution * classes grouped heterogeneously to reflect demographics of the school * students that feel a sense of connection to the school * engaging families and the community in two way communication * school helps families support student learning at home * student service to the communities and service-learning experiences * community partnerships with the school * physical environment reflects the importance of education in society *(Reminder: Discussion questions for this theme are provided in the High School Application Appendix.)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows how the culture of the school reflects energy, enthusiasm, and a commitment to an educational system where **all** students achieve grade-level standards. Examples show how the commitment to standards-based instruction is demonstrated to and by staff, students, and the community. Examples show how the characteristics of high school students are strategically incorporated into the school's academic goals, and the school is a model learning environment that prepares students to become lifelong learners.	Evidence shows how the culture of the school encourages all students to be academically successful, and how the school is moving toward a focus on standards-based learning. Examples show how the characteristics of high school students are incorporated into the school's academic goals.	There is evidence that the school culture reflects a desire to help students succeed. Work on standards-based learning is in the beginning stages. The characteristics of high school students are incorporated into the school's academic goals.	Minimal evidence is provided about standards-based learning. The school's primary focus appears to be classroom management and curriculum coverage.
Evidence shows how the school supports **all** students' growth and development in social, emotional, and physical domains, as well as academics. The school has created a culture of peer support that pushes each student to do his/her best work.	Evidence shows how the culture of the school encourages student growth and development in social, emotional, and physical domains, as well as academics.	There is evidence that the staff of the school is just beginning to be aware that the social, emotional, and physical domains are important to student learning.	Minimal evidence is provided showing that the school promotes students' growth and development.
Evidence shows how the school develops and reinforces positive character traits, such as caring, citizenship, responsibility, and trustworthiness through adult modeling/mentoring, curriculum integration, and school policies and practices. Examples show how conflict resolution programs and programs to prevent violence and bullying are working successfully. Examples that show the staff is knowledgeable about and committed to promoting a comprehensive youth development program are provided.	Evidence shows how the staff as a whole promotes and models positive character traits and what programs, policies, and procedures are in place to prevent bullying and help students deal with conflict in a non-violent manner.	There is evidence that individual teachers and staff promote and model positive character traits. The importance of bullying prevention programs and conflict resolution is discussed, but there are no formal programs in place.	Minimal evidence is provided that the school supports positive character traits. Bullying and conflict resolution issues are not addressed.
Evidence shows how the majority of classes are grouped heterogeneously to reflect the demographics of the school. Students are active in courses considered non-traditional for their gender. Evidence shows activities that encourage students to enroll in courses where they are traditionally underrepresented, such as Advanced Placement, honors, home economics, industrial technology, etc.	Evidence shows how classes in at least half of the program areas are grouped heterogeneously to reflect the diversity of the school. Students are continually encouraged to meet the challenges of a comprehensive curriculum. There is a plan to encourage enrollment in courses non-traditional for their gender.	There is evidence that classes tend to be grouped homogeneously rather than reflect the diversity of the school.	Minimal evidence is provided that the distribution of students through classes reflects the diversity of the school.

Theme 7 - Support for Student Learning: School Culture and Engaging the School Community *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence shows that there is a successful system to ensure that **all** students are connected to the school and community through the academic program, academic competitions, extracurricular and co-curricular activities, student leadership activities, clubs, sports, service organizations, service learning, school-to-career transitions, etc. School-sponsored activities are tied to the schoolwide vision of success for **all** students. Most students participate in these activities and their participation reflects the diversity of the school. Examples show how students have a voice in school decisions.	Evidence shows how a system is in place to connect students to the school and community through the academic program, academic competitions, extracurricular and co-curricular activities, student leadership activities, clubs, sports, service organizations, service learning, employment, etc. Many students participate in a variety of school-sponsored activities designed to maximize their success.	There is evidence that there are efforts to connect students to the school. Students who qualify are encouraged to participate in school-sponsored activities. The activities have open membership and tryouts. Participation often follows a pattern determined by students' peer and social groups.	Evidence indicates that school-sponsored activities may be independent from academic learning. Evidence indicates that few students participate in school activities, or the level of participation is not addressed.
Evidence shows how the school has many proactive strategies to promote effective two-way communication with families and community members. Parenting/adult education classes are offered to support student learning. Communication is conducted in students' home language(s) as appropriate. Family and community members are offered a variety of options for contributing to the success of the school, and many routinely participate in daily activities.	Evidence shows how two-way communication between the school and home is encouraged. The school advises families about how to support student learning. Communication is conducted in students' home language(s) as appropriate. Some family members regularly volunteer at the school and serve on committees that address both academic and nonacademic issues.	Evidence shows that the school periodically communicates with families using traditional methods. Families participate in fundraising, extracurricular activities, and parent-teacher organizations. Families may serve in advisory roles to offer opinions on policy decisions.	Minimal evidence is provided regarding school to home communication and parent involvement. Some families participate in fundraising, extracurricular activities, and organizations, but they are not encouraged to play a role in decision-making.
Evidence shows how the school has a comprehensive understanding of the community it serves. Examples describe how strategies successfully engage the interests of families as well as other segments of the community and involve them in school activities, how the cultural diversity of families is valued and demonstrated in a variety of ways, and how the school enjoys a high level of support in the community.	Evidence shows ways in which many independent connections and activities involve families and community, but there may not be an ongoing, systematic approach to use those resources. Examples show how the cultural diversity of families is acknowledged and supported.	There is evidence that there are efforts to accommodate families and community members who offer to participate, but there is no plan for outreach.	Minimal evidence is provided that the school is aware of the importance of engaging its community.
Evidence shows how the school has well-established collaborative partnerships that provide monetary or material support, expand student learning, and give students opportunities to contribute to the community through service and workplace learning. Evidence shows that the partnerships have had a positive impact on student learning.	Evidence shows how the school has some school-community partnerships that provide monetary and material support and expand student learning by providing opportunities to contribute to the community.	There is evidence that the school has a few partnerships and is developing others. Their primary purpose is to provide monetary and material support to the school.	Minimal evidence is provided that the school is aware of the potential for school-community partnerships.

Theme 7 - Support for Student Learning: School Culture and Engaging the School Community *(continued)*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Evidence describes how district and community resources are provided to ensure that the facilities and campus are clean, in good repair, and reflect the importance of education in society. Examples also address how all school environments are stimulating, are educationally appropriate (e.g., classroom and office size, equipment, etc.) and reflect pride in school and student efforts.	Evidence shows how the campus is clean and in good repair, and there are ongoing efforts to find supplementary community resources. Classroom environments are stimulating, educationally appropriate, and reflect pride in school and student efforts.	There is evidence that the district and school are exploring resources to make needed repairs and enhancements. The condition of the campus and classrooms may not meet the high standards of exemplary schools.	Minimal evidence is provided that the district and school make needed repairs or enhance the campus. The campus and classrooms show evidence of graffiti, disrepair, neglect, and they lack community support and school pride.

High School Education:

Aiming High: High Schools for the 21st Century. 2002. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/gs/hs/ahgen.asp*

Breaking Ranks II: Strategies for Leading High School Reform. 2004. National Association of Secondary School Principals. *http://www.nassp.org/breakingranks/*

Crisis or Possibility? Conversations About the American High School. 2004. Washington: D.C. National High School Alliance. *http://www.hsalliance.org*

High School Restructuring and Vocational Reform: The Question of Fit in Two Schools. 1996. Warren-Little, Judith. NCRVE, MDS 812. National Centers for Career and Technical Education. *http://www.nccte.com*

High Schools that Work. 2004. Southern Regional Education Board. *http://www.sreb.org*

California Curriculum Frameworks:

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve. 2003. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Health Framework for California Public Schools, Kindergarten Through Grade Twelve. 2003. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve. 2001. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve. 1994. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve. 1999. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Science Framework for California Public Schools, Kindergarten Through Grade Twelve. 2003. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve. 2004. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/cf/allfwks.asp*

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California Content Standards:

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1997. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1998. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1997. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. 1998. Sacramento: California Department of Education. *http://www.cde.ca.gov/be/st/ss/*

Visual and Performing Arts Content Standards. 2001. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/vp/*

Professional Development:

California Beginning Teacher Support and Assessment. *http://www.btsa.ca.gov*

Designs for Learning. 1999. Toucan Education Press. P.O. Box 1282, Soquel, CA 95073-1282.

Information Power: Building Partnerships for Learning. 1998. American Association of School Librarians and Association for Educational Communications and Technology. *http://www.ala.org*

National Standards for School Counseling Programs: The Foundation for School Counseling in the 21st Century. 2000. American School Counselor Association. *http://www.schoolcounselor.org*

NSDC Standards for Staff Development, Revised. 2001. Oxford: Ohio. National Staff Development Council. *http://www.nsdc.org*

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Assessment and Accountability:

Academic Performance Index (API). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/ac/ap/*

Accountability Progress Report (APR). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/ac/ay/*

California English Language Development Test (CELDT). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/tg/el/*

California High School Exit Examination. Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/tg/hs/*

Focus On Learning–WASC/CDE Joint Process 2002. Burlingame: California. Western Association of School and Colleges, Accrediting Commission for Schools and the California Department of Education. *http://www.acswasc.org/about_criteria.htm*

Standardized Testing and Reporting (STAR). Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/tg/*

School and Student Support:

Academic Program Survey - Nine Essential Program Components. Sacramento: California Department of Education. *http://www.cde.ca.gov/ta/lp/vl/*

California Healthy Kids Survey. 1998. WestEd and the California Department of Education. *http://www.wested.org/hks*

Check It Out! Assessing School Library/Media Programs. 1998. Sacramento: California Department of Education.

Designing Effective Learning Environments. Jobs for the Future. *http://www.jff.org/*

Education Technology Planning: A Guide for School Districts. 2000. Sacramento: California Department of Education. *http://www.cde.ca.gov/re/pn/fd/*

Character Education Resources. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/ce/*

Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community. Benard, Bonnie. 1991. Western Regional Center for Drug-Free Schools and Communities. San Francisco: WestEd. *http://www.wested.org/cs/wew/view/rs/93*

From Gatekeeper to Advocate: Transforming the Role of the School Counselor. Hart, Phyllis J., and Jacobi, Maryann. 1992. College Examination Board. Available from the Achievement Council at 213-487-7470.

From Risk to Resiliency: A Journey with Heart for Our Children, Our Future. Burns, E. Timothy. 1994. Dallas: Texas. Marco Polo.

Getting Results–Developing Safe and Healthy Kids. 1998. Sacramento: California Department of Education. *http://www.gettingresults.org*

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SCANS 2000: The Workforce Skills Website. John Hopkins University. Institute for Policy Studies. *http://www.scans.jhu.edu*

Service-Learning: Linking Classrooms and Communities: The Report of the Superintendent's Service-Learning Task Force. 1999. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/cr/sl/*

Specialized Secondary Programs: Advanced Learning Opportunities for California Youth. 1997. Sacramento: California Department of Education. *http://www.cde.ca.gov/ci/gs/hs/sspgen.asp*

Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12. 2000. Sacramento: California Department of Education.

Student Support Successes and Programs. Sacramento: California Department of Education. *http://www.cde.ca.gov/ls/cg/*

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Educational Resource Organizations:

Association of California School Administrators. *http://www.acsa.org*

Bill & Melinda Gates Foundation*. http://www.gatesfoundation.org/education*

California Learning Resources Network. *http://www.clrn.org*

California Technology Assistance Project. *http://www.ctap.k12.ca.us*

Gateway to Educational Materials. *http://www.thegateway.org*

Healthy Kids Resource Center. *http://www.californiahealthykids.org*

Technology Information Center for Administrative Leadership (TICAL). *http://www.portical.org*

The Education Resources Information Center (ERIC)*. http://www.eric.ed.gov*

U.S. Department of Education, Offices of Vocational and Adult Education. *http://www.ed.gov/about/offices/list/ovae/pi/cte/*